

READING REMEDIATION SUPPORT PILOT

MTB-MLE – SINUGBUANONG BINISAYA TOOLKIT



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The contents of this toolkit are the sole responsibility of the authors and do not necessarily reflect the views of the United States Agency for International Development (USAID) or the United States Government. Please direct questions or comments to info.basa@edc.org.

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BASA PILIPINAS READING REMEDIATION SUPPORT PILOT

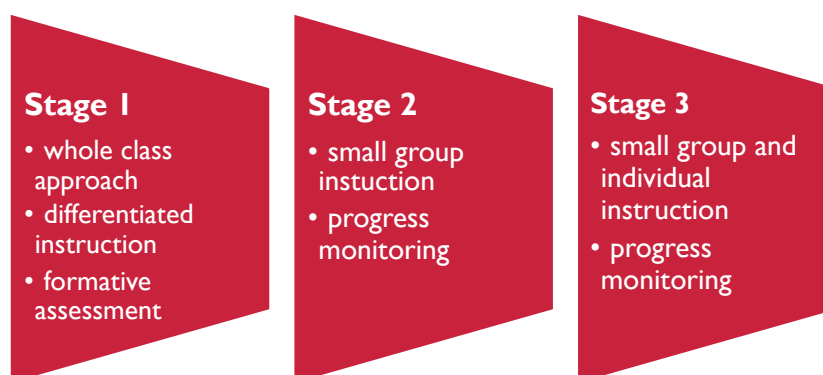
INTRODUCTION

In the Philippines, public schools implement reading remediation in accordance to the Department of Education order that directs school heads/principals to provide special programs such as remediation for “less abled” learners (D.O. 14, s2013). In the absence of clear guidance and structure, teachers’ delivery of reading remediation instruction vary. As part of its technical support to the Department of Education, Basa Pilipinas pilots a study dubbed as the Reading Remediation Support Pilot (RRSP). RRSP is a study that aims to test a three-stage process to providing reading remediation to Grade 1 and 2 learners. RRSP is implemented by 50 Grade 1 and 2 teachers from seven (7) Basa Pilipinas partner-divisions: Ilocos Norte, Ilocos Sur, La Union, Cebu, Mandaue City, Bohol, and Tagbilaran City. Participating schools and teachers are trained to use the proposed framework to reading remediation.

THE RRSP FRAMEWORK

The Reading Remediation Support Pilot (RRSP) adapts the Response-to-Intervention (RTI) framework where students go through levels of instructional support as an approach to identifying and supporting learning of students who struggle with learning. The approach is focused on Mother Tongue (L1) reading in Grade 1, and Filipino (L2) reading in Grade 2.

In Stage 1, the teacher conducts whole class instruction, while conducting formative assessment track learners’ progress and identify their needs. The teacher then adjusts instruction (differentiated instruction) based on identified needs of learners. In Stage 2, the teacher provides small group reading remediation instruction to identified “less abled” learners. In Stage 3, the teacher provides small group reading remediation to learners who need continuous support, while also providing individualized instruction to learners who need a more intensive support.



THE RRSP LEARNING PROFILES

In Stage 2, the teacher group learners into three (3) learning profiles based on their literacy assessment results. The first profile of pupils (P1) are those who have difficulties stemming from poor phonological processing abilities; hence, they challenged largely with word reading, spelling, and oral reading fluency. The second profile of pupils (P2) are those who have difficulties relating to comprehension. The third profile of pupils (P3) are those who have difficulties in most of the literacy domains.

	Learning Profile 1 (struggling with mechanics)	Learning Profile 2 (struggling with meaning)	Learning Profile 3 (struggling with both)
Strengths	Language and Comprehension	Decoding and Encoding	
Needs	Decoding and Encoding	Language and Comprehension	Most literacy domains

THE RRSP TOOLKIT

Participating teachers received the Reading Remediation Support Pilot (RRSP) Toolkit. The RRSP Toolkit is a collection of informal assessment, instructional planning, and progress monitoring and reporting tools.

- Informal assessment tools – these are used for screening and placement of learners
- Instructional planning tools – these are used in preparing the remediation plans and weekly plans
- Progress reporting tool – this is used to monitor and record learners’ skill level in stages 2 and 3

THE RRSP SCHEDULE

Participating schools and teachers implement RRSP following the schedule below.

Stage	Grading Period	Activities
1	Quarter 1	9 weeks of classroom instruction (with differentiation) Last 4 weeks of given time: review of learners’ skill level
2	Quarter 2	9 weeks of small group reading remediation instruction Last 4 weeks of given time: review of learners’ skill level
3	Quarter 3	9 weeks of small group and individual reading remediation instruction Last 4 weeks of given time: review of learners’ skill level

REFERENCES

Department of Education. (2013). *D.O. No. 14, s2013: Strengthening the k to 12 basic education program delivery systems for elementary education*. Retrieved from <http://www.deped.gov.ph/orders/do-14-s-2013>

RTI Action Network. (n.d.). *What is RTI?* Retrieved from <http://www.rtinetwork.org/learn/what/whatisrti>

READING REMEDIATION SUPPORT PILOT (RRSP) PROCESS

Step 1: Screening

- conducted at the end of each stage of RRSP
- At the end of stage 1: selection of a maximum of 10 learners
- At the end of stage 2: identification of learners who will **return** to the regular class, who will **remain** in small group, and who will **receive** individual remediation
- At the end of stage 3: identification of learners who will **return** to the regular class, who will **remain** in small group, and who will be **recommended** for further evaluation

Step 2: Assessment and Placement

- conducted at the end of stage 1 and 2
- At the end of stage 1: determination of specific areas of needs of learners, and grouping of learners according to learning profiles
- At the end of stage 2: grouping of learners

Step 3: Instructional Planning

- done in every stage of RRSP
- In stage 2: done for each learning profile for the small group
- In stage 3: done for each learning profile for the small group, and for the individual learner

Step 4: Reading Remediation

- done in Stage 2 and 3 of RRSP
- In stage 2: done for each learning profile for the small group
- In stage 3: done for each learning profile for the small group, and for the individual learner

Step 5: Progress Reporting

- done in every stage of RRSP

FORM I: SCREENING TOOLS

The screening tools are used to select learners who need remediation. At the end of stage I, the teacher identifies the “less-abled” learners in his/her class by reviewing the following sources of information.

- **Summative Assessment Results**
This refers to the final grade of the learner in Mother Tongue (for Grade 1), and Filipino (for Grade 2) in stage I (or quarter I).
- **Formative Assessment Results**
This refers to the teacher’s observations of the learner’s performance in stage I. The teacher uses the rating scale below to determine the level of learners’ performance.

RATING SCALE	
Low	several areas of difficulty, and weaknesses are significant
Moderate	few areas of difficulties
High	very few areas of difficulties

- **Learner Self-Assessment Results**
This refers to the learner’s perception of his/her knowledge of concepts and skills learned in class. The teacher guides learners while they reflect on their reading skills. The teacher reads a set of statements to learners. Then, the learners state whether or not they agree, disagree, or neither agree or disagree with the statements.

How to use the Screening Tools

1. The teacher lists down the results of the summative, formative, and learner self-assessment of all learners in her class in the Class Profile form.
2. The teacher analyzes the data and determine the category for each learner using the conditions in the table below.

CONDITION	CATEGORY	ACTION TO BE TAKEN
Summative: 75-80 grade Formative: low to moderate L. Self-Assessment: 3-5 sad faces	1	First priority for RRSP short list; will take the literacy assessment
Summative: within 81-85 Formative: low to moderate L. Self-Assessment: 3-5 sad faces	2	Second priority for RRSP short list; will take the literacy assessment
Summative: 75-80 grade Formative: low to moderate L. Self-Assessment: 0-2 sad faces	3	Third priority for RRSP short list; will take the literacy assessment
Summative: 75-80 grade Formative: high L. Self-Assessment: 3-5 sad faces	4	Not for RRSP

3. The teacher highlights the names of a maximum of 10 learners who fall under category 1 and 2. These learners will be assessed using the literacy assessment.

CLASS PROFILE**School:** _____**Date:** _____**School ID:** _____**Grade & Section:** _____**Teacher:** _____

Learner	Summative Assessment Results	Formative Assessment Results	Learner Self- Assessment Results	Category
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
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26.				
27.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				

LEARNER SELF-ASSESSMENT

Instructions

1. Before the assessment, explain the instructions clearly to the learners.
2. Tell them that you will read a set of statements, and that they need to rate each statement by coloring the appropriate emoticon.
 - a. If they agree with the statement, then they will color the “laughing” face (on the left).
 - b. If they don’t agree with the smiley face, then they will color the sad face (on the right)
 - c. If they neither agree nor disagree, then they will color the “smiling” face (in the middle).
3. Distribute the worksheets to learners: one worksheet per learner.
4. Read the statements only **twice**. Give learners **60 seconds** to rate each statement. After the given time, move on to the next statement.
5. Collect the worksheets after the assessment, and count the number of “laughing” face, “smiling” face and sad faces. Record the number of sad faces in the class profile form.

Statements

For Grade 1 Learners

1. Maawatak dagiti istoria nga ibasbasa ni maestrami iti klase. *(I understand the stories that my teacher reads to the class.)*
2. Ammok amin dagiti nagnagan ken uni ti Alpabeto ti lloko. *(I know all the names and sounds of the letters of the alphabet in my Mother Tongue.)*
3. Ammok a basaen dagiti balikas nga lloko. *(I can read words in my Mother Tongue.)*
4. Ammok nga i-ispel dagiti balikas nga lloko. *(I can spell words in my Mother Tongue.)*
5. Ammok a basaen dagiti ababa nga estoria iti lloko. *(I can read short stories in my Mother Tongue on my own.)*


For Grade 2 Learners
















1. Nauunawaan ko ang mga kuwento sa Filipino na binabasa ng aking guro sa klase.
2. Alam ko ang pangalang at tunog ng mga letra sa Alpabeting Filipino.
3. Nababasa ko ang mga salita sa Filipino.
4. Nababaybay ko ang mga salita sa Filipino.
5. Nababasa ko ang mga maikling kuwento sa Filipino.

LEARNER SELF-ASSESSMENT WORKSHEET

Name: _____

Grade Level & Section: _____

 Kolori ang dagway nga adunay saktong tubag. (Color the face that corresponds to your answer.)

Number	Answer		
1			
2			
3			
4			
5			

Total: _____  _____  _____ 

FORM 2: LITERACY ASSESSMENT

The assessment and placement tools are informal reading inventory for administration to Grade 1 and 2 learners who were recommended to undergo reading remediation. These tools are used to determine the domains of literacy which learners struggle to master. The results of the assessment are used as basis for grouping learners.

The literacy assessment has eight (8) subtest that are grouped into levels: Level 1 subtests are administered to all the identified learners while Level 2 subtests are administered depending on the learners' performance in the Level 1 subtests. In addition, movement along the Level 2 subtests are also dependent on the learners' performance in each preceding subtest. Conditions for all these are indicated at the end of the each subtest concerned.

Level 1

Subtest 1: Oral Language
Subtest 2: Listening Comprehension and Vocabulary
Subtest 3: Writing and Composition
Subtest 4: Phonological Awareness
Subtest 5: Alphabet Knowledge

Level 2

Subtest 6: Phonics and Word Recognition
Subtest 7: Spelling
Subtest 8: Oral Reading Fluency and Reading Comprehension

Administration Protocols

- I. Before the assessment
 - a. Conduct the assessment in a setting familiar to the learner. Find a place that is relatively quiet, well lighted, and well-ventilated.
 - b. Build rapport with the learner by interacting with him/her before conducting the assessment.
2. During the assessment
 - a. Refrain from coaching the learner.
 - b. Repeat the questions/items only once if the learner was not able to answer the first time. If learner self-corrects, accept the last given response.
 - c. Refer to the *Early Stop Rule* for each subtest.
3. After the assessment
 - a. Record each learner's score/rating for each subtest in the Literacy Assessment: Summary of Results. Write the range (P – proficient, I – intermediate, D – developing, and B – beginner).
 - b. Determine each learner's profile based on the results of their literacy assessment.

Learning Profile 1	Learning Profile 2	Learning Profile 3
Got B and D in phonological awareness, alphabet knowledge, phonics and word recognition, spelling, and oral reading fluency subtests	Got B and D in oral language, comprehension, vocabulary, and writing and composition subtests	Got B and D in most of the subtests

LITERACY ASSESSMENT RESULTS SUMMARY

School ID _____

Date _____

Teacher's Name _____

Grade and Section _____

Learner's Name	Oral Language	Listening Comprehension and Vocabulary	Writing and Composing	Phonological Awareness	Alphabet Knowledge	Phonics and Word Recognition	Spelling	Oral Reading Fluency	Reading Comprehension	Learning Profile

SUBTEST I: ORAL LANGUAGE

Instruction: Ask the learner to describe the picture assigned to his/her grade level. Use the rubric below to score the learner's response/output.

👂 Tan-awa ang mga hulagway sa ubos. Pagpili og usa niini. Ihulagway kini o paghimo og sugilanon. (Look at the pictures and choose one that you would like to talk about. You may describe what you see or make a story out of it. You can start your story when you are ready.)

Early Stop Rule: Stop the task if the learner doesn't attempt to respond within 30 seconds.



Transcribe what the learners says and take note of the child's language.

RANGE/SCORE	PROFICIENT (3 PTS)	INTERMEDIATE (2 PTS)	DEVELOPING (1 PT)	BEGINNER (0 PT)
Language	The output was a simple sentence.	The output was a fragment or phrase.	The output was a word or group of unrelated words.	There was no output.
Content	The output was directly related to the picture.	The output was largely related to the picture.	The output was somehow related to the picture.	The output was not related to the picture.

Learner Score: _____


Range: _____

SUBTEST 2: LISTENING COMPREHENSION AND VOCABULARY

Instruction: Read the assigned text twice to the learner. Then, ask the learner to answer the questions about the text.

Early Stop Rule: Stop the task if the learner doesn't attempt to respond within 30 seconds.

For Grade I

 Paminawa ang istorya nga akong basahon. Pagkahuman, tubaga ang mga pangutana mahitungod sa istorya.

Itom nga kuting si Mona.
 Gusto siya nga mokaon og isda.
 Gusto siya nga moinom og gatas.
 Gusto siya modula sa uban nga kuting.
 Himsog nga kuting si Mona.

QUESTION	CHILD'S RESPONSE	SCORE
1. Unsa si Mona? <i>Answer: itom nga kuting</i>		
2. Unsa ang paboritong pagkaon ug imnonon ni Mona? <i>Answer: isda og gatas</i>		
3. Nganong himsog man si Mona? <i>Answer: Himsog si Mona kay mokaon siya og isda, moinom og gatas, ug makigdula sa uban nga mga kuting.</i>		
4. Unsa pa kaha ang uban nga buhaton ni Mona aron magpabilin siya nga himsog? <i>Answer: Matulog og sayo / maligo kada adlaw / magsepilyo/magtutbras sa ngipon kanunay.</i>		
5. Unsa ang buot ipasabot sa pulong nga "himsog"? <i>Answer: askil</i>		
Total		/4

RANGE	
5	Proficient
3-4	Intermediate
1-2	Developing
0	Beginner

Learner Score: _____

Range: _____

For Grade 2

 **Makinig sa babasahin kong kuwento. Pagkatapos, sagutin ang mga tanong tungkol dito.**

Sina Kiko at Tomas ay magkapatid na daga. Matagal na silang nakatira sa magkaibang lugar. Si Kiko ay nasa probinsiya, at si Tomas naman ay nasa siyudad.

Tiningnan ni Tomas ang larawan ng kapatid - naka ngiti si Kiko sa larawan habang may hawak na mais. Kita ang malalawak na palayan sa likuran niya.

Napatingin si Tomas sa kaniyang paligid. Halos magkakadikit ang mga bahay at nagtataasan ang mga gusali sa siyudad. Napaisip tuloy si Tomas, “Kumusta na kaya ang kapatid ko? Malaki kaya ang kaniyang pinagbago?” Nagsimulang mag-empake ng gamit si Tomas. Malapit na niyang malaman ang sagot.

QUESTIONS	CHILD'S RESPONSE	SCORE
1. Sino ang magkapatid na daga sa kuwento? <i>Sagot: Si Kiko at Tomas</i>		
2. Saan sila nakatira? <i>Sagot: Nakatira si Kiko sa bukid. Nakatira si Tomas sa siyudad.</i>		
3. Ano kaya ang hanap-buhay ng kapatid ni Tomas? <i>Sagot: Magsasaka ang kapatid ni Tomas.</i>		
4. Bakit kaya naisip ni Tomas na puntahan ang kaniyang kapatid? <i>Sagot: Gusto niyang makita ang kaniyang kapatid./Gusto n'yang malaman kung paano namumuhay ang kaniyang kapatid.</i>		
5. Ano ang ibig sabihin ng salitang “siyudad”? <i>Sagot: lugar kung saan matatagpuan ang matataas na gusali</i>		
TOTAL		/5

RANGE	
5	Proficient
3-4	Intermediate
1-2	Developing
0	Beginner

Learner Score: _____

Range: _____

SUBTEST 3: WRITING AND COMPOSING

Instruction: Ask the learner to write his/her response to the given question on a piece of paper. Score the learner's output using the rubric below.

Early Stop Rule: Stop the task if the learner doesn't attempt to response within 1 minute.

Question/s

For Grade 1: Unsa ang imong ginaganahan sa sugilanon? I-isplika imong tubag.

For Grade 2: Ano ang nagustuhan mo sa kuwento? Ipaliwanag ang iyong sagot.

List down below your observations on the learner's composition.

RANGE/SCORE	PROFICIENT (3 PTS)	INTERMEDIATE (2 PTS)	DEVELOPING (1 PT)	BEGINNER (0 PT)
Language	The output was a simple sentence.	The output was a fragment or phrase.	The output was a word or group of unrelated words.	There was no output.
Content	The output directly answers the question.	The output largely answers the question.	The output somehow answers the question.	The output doesn't answer the question.

RANGE	
5	Proficient
3-4	Intermediate
1-2	Developing
0	Beginner

Learner Score: _____

Range: _____

SUBTEST 4: PHONOLOGICAL AWARENESS

Instruction: Administer this subtest to both Grade 1 and Grade 2 learners. Read the items/questions twice. Write one (1) if the learner answered correctly, and zero (0) if the learner answered incorrectly.

Early Stop Rule: Move on to the next section of this task if the learner doesn't attempt to respond within 30 seconds.

1. Word Count

☞ Naa koy hugpulong. Ihapa ang mga pulong sa hugpulong. Example: “*Sustansiyado ang munggos.*” Pila ka mga pulong ang naa sa hugpulong?

Correct Answer: 3 words

If the child answers correctly, praise him/her. If the child answers incorrectly, model how to count words and do another example.

☞ Atong sulayan usab. Ang hugpulong, “*Daghang tanom sa bukid*” Akong utrohan, Example: *Daghang tanom sa bukid.*” Pila ka mga pulong ang naa sa hugpulong?

Correct Answer: 4 words

If the child answers correctly, praise him/her. If the child answers incorrectly, model how to count words and then proceed with the test items. **Do not provide any more guidance.**

SENTENCES	SCORE (1/0)
1. Moadto ko sa eskwelahan. (<i>I go to school.</i>)	
2. Magkat-on ug magdula ko didto. (<i>I learn and play here.</i>)	
3. Daghan kog higala sa eskwelahan. (<i>I have friends in school.</i>)	
TOTAL	

3. Rhymes

☞ Magbasa ko ug usa ka pares nga pulong. Isulti kon ang tingog sa mga pulong parehas o dili. Example: “so-ko”. Pareha ba ug tingog ang mga pulong?

Correct Answer: Yes

If the child answers correctly, praise him/her. If the child answers incorrectly, tell him/her the correct answer and explain that the two words both ends with the /t/ sound. Then, do another example.

☞ Atong sulayan usab. Isulti kon ang tingog sa mga pulong parehas o dili. Example: “tiki-tuko”. Pareha ba ug tingog ang mga pulong?

Correct Answer: No

If the child answers correctly, praise him/her. If the child answers incorrectly, tell him/her the correct answer and then proceed with the test items. **Do not provide any more guidance.**

WORDS	SCORE (1/0)
bata – bato (No)	
lantay – panday (Yes)	
dahon – kahon (Yes)	
langaw – kabaw (Yes)	
lupad – lupig (No)	
TOTAL	

3. Phoneme Count

☞ Ihapa ang mga tingog nga imong madungog sa pulong. Example: “pila”. Pila ka tingog ang naa sa pulong?

Correct Answer: 4 sounds

If the child answers correctly, praise him/her. If the child answers incorrectly, model how to count sounds in words and do another example.

☞ Atong sulayan usab. Ihapa ang mga tingog nga imong madungog sa pulong. Example: “itom”. Pila ka tingog ang naa sa pulong?

Correct Answer: 4 sounds

If the child answers correctly, praise him/her. If the child answers incorrectly, model how to count sounds in words and then proceed with the test items. **Do not provide any more guidance.**

WORDS	SCORE (1/0)
so (zoo) (2)	
iro (dog) (3)	
baso (glass) (4)	
ko (2)	
dahon (leaf) (2)	
TOTAL	

4. Beginning Sound

☞ Ilha ang sinugdanan nga tingog sa imong madungog nga pulong. Example: “kendi”. Unsay sinugdanan nga tingog sa pulong?

Correct Answer: /k/

If the child answers correctly, praise him/her. If the child answers incorrectly, tell him/her the correct answer. Then, do another example.

☞ Atong sulayan usab. Ilha ang sinugdanan nga tingog sa imong madungog nga pulong. Example: “tasa”. Unsay sinugdanan nga tingog sa pulong?

Correct Answer: /t/

If the child answers correctly, praise him/her. If the child answers incorrectly, tell him/her the correct answer and then proceed with the test items. **Do not provide any more guidance.**

WORDS	SCORE (1/0)
balay (b)	
iro (i)	
itlog (i)	
TOTAL	

5. Final Sound

☞ Ilha ang katapusan nga tingog sa imong madungog nga pulong. Example: “bulan”. Unsay katapusan nga tingog sa pulong?

Correct Answer: /n/

If the child answers correctly, praise him/her. If the child answers incorrectly, tell him/her the correct answer. Then, do another example.

☞ Atong sulayan usab. Ilha ang katapusan nga tingog sa imong madungog nga pulong. Example: “pako”. Unsay katapusan nga tingog sa pulong?

Correct Answer: /o/

If the child answers correctly, praise him/her. If the child answers incorrectly, tell him/her the correct answer and then proceed with the test items. **Do not provide any more guidance.**

WORDS	SCORE (1/0)
insekto (o)	
sapatos (s)	
panganod (d)	
TOTAL	

Learner Score: _____ **Range:** _____

RANGE	
16-19	Proficient
11-15	Intermediate
6-10	Developing
0-5	Beginner

SUBTEST 5: ALPHABET KNOWLEDGE

Instruction: Ask the learner to give the name and sound out each letter. Write one (1) if the learner answered correctly, and zero (0) if the learner answered incorrectly.

Early Stop Rule: Stop the task if the learner gets the first 5 consecutive incorrect answers in the column 1.

	LETTER NAME	SOUND		LETTER NAME	SOUND
m			ng		
s			p		
a			r		
i			d		
o			h		
b			w		
e			c		
u			f		
t			j		
k			o		
l			v		
y			x		
n			z		
g			ñ		
Total			Total		

Learner Score: _____

Range: _____

RANGE	
43-56	Proficient
29-42	Intermediate
15-28	Developing
0-14	Beginner

Note: If the learner gets a minimum of 29 points in the task, administer subtests 6 and 7.

SUBTEST 6: PHONICS AND WORD RECOGNITION

Instruction: Ask the learner to read the word list assigned to his/her grade level. Write one (1) if the learner answered correctly, and zero (0) if the learner answered incorrectly.

Early Stop Rule: Stop the task if the learner gets the first 5 consecutive incorrect answers in the column 1.

For Grade 1: Mother Tongue Word List

👂 Basaha og tagsa-tagsa ang mga pulong nga akong ipakita kanimo.

WORDS	SCORE
1. mata	
2. sipa	
3. tiil	
4. suga	
5. tawo	
6. uwan	
7. yuta	
8. balay	
9. itlog	
10. adlaw	

WORDS	SCORE
11. hikot	
12. kamot	
13. tanom	
14. hardin	
15. lungag	
16. inahan	
17. pagkaon	
18. bungtod	
19. tabanog	
20. munggos	

For Grade 2: Filipino Word List

👂 Basahin ang mga ipakikitan kong salita.

WORDS	SCORE
1. ko	
2. pa	
3. ang	
4. ito	
5. din	
6. siya	
7. sabi	
8. kung	
9. araw	
10. tubig	

WORDS	SCORE
11. dapat	
12. dahil	
13. hindi	
14. isang	
15. hayop	
16. lamang	
17. tanong	
18. ngunit	
19. hanggang	
20. panahon	

Learner Score: _____

Range: _____

RANGE	
16-20	Proficient
11-15	Intermediate
6-10	Developing
0-5	Beginner

SUBTEST 7: SPELLING

Instruction: Ask the learner to spell the words assigned to his/her grade level. Write one (1) if the learner answered correctly, and zero (0) if the learner answered incorrectly.

Early Stop Rule: Stop the task if the learner misspells the first 5 consecutive words.

For Grade 1: Mother Tongue Word/Sentence List

☞ Ititik ang mga pulong nga akong basahon. Akong gamiton sa hugpulong ang pulong nga inyong ititik. Isulat ang husto nga titik sa pulong.

WORD	SENTENCE	SCORE
1. mata	Ibuka ang imong mga mata .	
2. sipa	Nagduwa og sipa si Carmen ug ang iyang Lolo.	
3. tiil	Adunay duha ka tiil ang manok.	
4. suga	Palunga ang suga human ug gamit.	
5. tawo	Pinangga sa ginoo ang tawo .	
6. uwan	Gigamit nila ang tubig sa uwan para ipamisbis ug ipanglimpiyo.	
7. yuta	Sudli og yuta ang kaang.	
8. balay	Gipangita nila ang hagdan sa likod sa balay .	
9. itlog	Napusa ang itlog sa manok.	
10. adlaw	Ibutang ang kaang sa usa ka lugar nga mabulad sa adlaw .	

For Grade 2: Filipino Word/Sentence List

☞ Baybayin ang mga salitang aking babasahin. Babanggitin ko ang mga salita at pagkatapos ay magbibigay ako ng pangungusap gamit ang nasabing salita. Sasabihin kong muli ang salita. Maaari mong nang baybayin ang salita habang binabasa ko ang pangungusap.

WORD	SENTENCE	SCORE
1. ko	Gusto ko ang pagpasok sa paaralan araw-araw!	
2. pa	Maaga pa lang, gising na ako para maghanda sa pagpasok sa paaralan.	
3. ang	Malapit ang aking paaralan sa aming bahay.	
4. ito	Ito ang aking pangalawang tirahan.	

5. din	Pumapasok din ang kapatid ko sa parehong paaralan.	
6. siya	Palagi kong kasama sa paaralan ang kaklase kong si Biboy. Siya ang pinakamatalik kong kaibigan.	
7. sabi	Sabi niya sa akin, mabuti raw akong kaibigan.	
8. kung	Kung minsan, naihatid kami ni Nanay at Tatay sa pagpasok sa paaralan.	
9. araw	Isang araw , naglaro kami ng patintero.	
10. tubig	Ang naalala ko lang ay ang sobrang pagkauhaw ko! Ang dami kong nainom na tubig pagkatapos naming maglaro!	

Learner Score: _____

Range: _____

RANGE	
9-10	Proficient
7-8	Intermediate
4-6	Developing
0-3	Beginner

Note: If the learner gets a minimum of 6 points in the task, administer subtests 8: Oral Reading Fluency and Reading Comprehension.

SUBTEST 8: ORAL READING FLUENCY AND READING COMPREHENSION

Instructions:

1. Ask learner to read the assigned passage for 60 seconds. While learner reads, mark the words read incorrectly in the passage. If a learner self-corrects, mark the word correct.
2. After 60 seconds, put a vertical line after the last word the learner read. Count and record the number of words read by the learner correctly.

Early Stop Rule: Stop the task if the learner reads incorrectly the first 5 consecutive words in the passage.

For Grade 1: Mother Tongue Passage

☞ Hatagan ko ikaw og teksto nga imong basahon. Kon mosulti ko og SUGOD, imong sugdan kini sa pagbasa. Kon mosulti ko og HUNONG, imong hunungon ang pagbasa niini.

Hain ang tarsier?
 Naa sa lasang ang tarsier.
 Hain ang tarsier?
 Naa sa sanga sa kahoy ang tarsier.
 Nag-unsang tarsier?
 Nagkaon ang tarsier.
 Nag-unsang tarsier?
 Shhh, natulog ang tarsier.

No. of Words Read Correctly:

_____/31

ORAL READING FLUENCY		SCORE (0,1)
Accuracy	Did the learner read most of words (17 or more words) correctly?	
Speed	Did the learner read just like how he/she talks?	
Expression	Did the learner read with proper expression?	
TOTAL		/3

☞ Paminaw sa mga pangutana bahin sa teksto nga imong gibasa. Tubaga kini kutob sa imong nahibaw-an.

QUESTIONS	CHILD'S ACTUAL RESPONSE	SCORE (1/0)
1. Kinsa ang gipangita sa estorya? <i>Answer: Tarsier</i>		
2. Asa kini siya nagpuyo? <i>Answer: sanga sa kahoy</i>		
3. Unsa kaha ang gibuhat ni tarsier didto sa lasang? <i>Answer: mokaon/ magdula</i>		

4. Ngano kaha nga didto man siya nagpuyo? <i>Answer: daghang puno/ pagkaon</i>		
READING COMPREHENSION TOTAL		/4

For Grade 2: Filipino Passage

☞ Narito ang isang talata. Kapag sinabi kong MAGSIMULA, basahin ang talata sa abot ng iyong makakaya. Kapag sinabi kong TIGIL, tumigil sa pagbasa ng talata.

Laging magkasama si Estella at Lisa.
Magpinsan sila. Magkapatid ang kanilang mga nanay. Sa umaga, pumapasok sila nang sabay. Sa hapon, magksama pa rin silang maglaro. Naglalakbay sila kung saan-saan.

No. of words read correctly:

___/42

ORAL READING FLUENCY		SCORE (1/0)
Accuracy	Did the learner read most of words (17 or more words) correctly?	
Speed	Did the learner read just like how he/she talks?	
Expression	Did the learner read with proper expression?	
TOTAL		/3

☞ Makinig mabuti habang binabasa ko ang mga tanong tungkol sa kuwento. Sagutin ang mga tanong sa abot ng iyong makakaya.

QUESTIONS	CHILD'S ACTUAL RESPONSE	SCORE (1/0)
1. Sino ang laging magkasama sa kuwento? <i>Sagot: Si Estella at Lisa</i>		
2. Ano-ano ang mga bagay na ginagawa nila tuwing magkasama sila? <i>Sagot: pumapasok sa paaralan/ naglalaro</i>		
3. Paano mo ilalarawan ang relasyon nina Estella at Lisa? <i>Sagot: malapit sila sa isa't isa</i>		
4. Sa iyong palagay, saan kaya naglalakbay ang magpinsan? <i>Sagot sa mga lugar sa kanilang pamayanan</i>		
READING COMPREHENSION TOTAL		

FORM 3: LITERACY DOMAINS CHECKLIST

The Literacy Domains Checklist is a guide that teachers use to prepare their remediation (or quarter) and weekly plans. The checklist contains the goals and objectives for each literacy domain. The goals—long-term results aimed to be achieved in at least a quarter—are to be specified in the Remediation Plan. The objectives—short-term outcomes expected to be attained in a within a smaller time frame such as in a day.

In identifying the goals and the objectives, the following may be specified in order to determine whether either is achieved:

1. number of times the learner performs the skill
2. specific conditions under which the skill is performed
3. degree or extent to which the skill is performed

Phonological Awareness

Goal/s	Objectives
Develop/Increase sensitivity to sounds in a language	<input type="checkbox"/> Identify rhyming words
	<input type="checkbox"/> Give rhyming words
	<input type="checkbox"/> Count words in a sentence
	<input type="checkbox"/> Repeat a sentence verbatim
	<input type="checkbox"/> Count syllables in a word
	<input type="checkbox"/> Blend syllables to form a word
	<input type="checkbox"/> Delete syllables in a word
	<input type="checkbox"/> Substitute syllables in a word
	<input type="checkbox"/> Identify onset and rime
	<input type="checkbox"/> Count phonemes in a word
	<input type="checkbox"/> Identify beginning sound
	<input type="checkbox"/> Identify ending sound
	<input type="checkbox"/> Identify middle sound
	<input type="checkbox"/> Blend phonemes to form a word
	<input type="checkbox"/> Add phonemes
	<input type="checkbox"/> Delete phonemes
	<input type="checkbox"/> Substitute phonemes

Oral Language Development

Goal/s	Objectives
Understand language heard	<input type="checkbox"/> Respond to questions [Define type/s of questions] <input type="checkbox"/> Follow instructions [Identify number of instructions]
Produce language appropriate to grade level	<input type="checkbox"/> Form a sentence: <ul style="list-style-type: none"> • According to form • According to function <input type="checkbox"/> Talk about oneself: <ul style="list-style-type: none"> • one's feelings • one's thoughts • one's opinions • one's likes or dislikes • one's wishes <input type="checkbox"/> Describe a picture shown: <ul style="list-style-type: none"> • by size • by shape • by age • by color • by quality <input type="checkbox"/> Narrate experiences [Specify number of events] <input type="checkbox"/> Give instructions [Specify number of instructions] <input type="checkbox"/> Ask questions [Specify type/s of questions]

Vocabulary

Goal/s	Objectives
Apply strategies to clarify understanding	<input type="checkbox"/> Recall word and their meanings <input type="checkbox"/> Identify meaning of words through context clues <ul style="list-style-type: none"> • definition • synonyms • antonyms • examples
Demonstrate knowledge of words and their meanings	<input type="checkbox"/> Matches words with their meanings <input type="checkbox"/> Fill in target words in a sentence <input type="checkbox"/> Use target words in a sentence

Comprehension

Goal/s	Objectives
Develop comprehension skills	<input type="checkbox"/> Recognize point of view <input type="checkbox"/> Identify author's purpose <input type="checkbox"/> Distinguish between fantasy and reality <input type="checkbox"/> Differentiate between fact and opinion <input type="checkbox"/> Identify cause and effect <input type="checkbox"/> Determine problem and solution <input type="checkbox"/> Make inferences <input type="checkbox"/> Draw logical conclusions <input type="checkbox"/> Recognize mood/tone <input type="checkbox"/> Answer literal questions: who, what, when, where <input type="checkbox"/> Answer why and how questions with clear answers from the text <input type="checkbox"/> Sequence events <input type="checkbox"/> Retell a story with a clear beginning, middle, and end
Develop comprehension strategies	<input type="checkbox"/> Making personal connections <input type="checkbox"/> Making predictions <input type="checkbox"/> Identify important information <input type="checkbox"/> Clarifying meanings <input type="checkbox"/> Visualizing <input type="checkbox"/> Asking questions <input type="checkbox"/> Monitoring comprehension <input type="checkbox"/> Correcting understanding <input type="checkbox"/> Summarizing

Alphabet Knowledge

Goal/s	Objectives
Develop alphabetic principle	<input type="checkbox"/> Give the letter sound <input type="checkbox"/> Identify letter name <input type="checkbox"/> Write big and small letter forms <input type="checkbox"/> Match big and small letter forms

Phonics and Word Recognition

Goal/s	Objectives
Read grade-level phonetic words	<input type="checkbox"/> Blend letters in a word <input type="checkbox"/> Match words to pictures <input type="checkbox"/> Read words in the target wordlist accurately
Recognize grade level high-frequency words	<input type="checkbox"/> Read words in the target wordlist as a whole word

Oral Reading Fluency

Goal/s	Objectives
Develop reading with accuracy, appropriate rate, and proper expression	<input type="checkbox"/> Read connected text with accuracy <input type="checkbox"/> Read connected text with proper speed <input type="checkbox"/> Pause in between meaningful phrases <input type="checkbox"/> Raise and lower voice when necessary

Writing and Composing

Goal/s	Objectives
Spell grade-level words: phonetic and high-frequency	<input type="checkbox"/> Spell words using: <ul style="list-style-type: none"> • <i>letter-sound relationships</i> • <i>syllabication</i> <input type="checkbox"/> Make corrections using letter-sound relationships <input type="checkbox"/> Spell high-frequency words
Express oneself in connected text	<input type="checkbox"/> Write about the following in a complete sentence: <ul style="list-style-type: none"> • one's feelings • one's thoughts • one's opinions <input type="checkbox"/> Show conventions in writing like: <ul style="list-style-type: none"> • spaces between words • capital letter at the beginning of a sentence • a period / punctuation mark at the end of a sentence <input type="checkbox"/> Write a simple paragraph with a main idea and supporting details

References:

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- Department of Education. (2015). *K to 12 gabay pangkurikulum: Filipino* [pdf]. Retrieved on <http://www.deped.gov.ph/sites/default/files/page/2016/Filipino%20CG.pdf>
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- Objectives/Assessments [pdf]. (n.d.). Retrieved from https://www.ntc.blm.gov/krc/uploads/475/PN%20-%20LESSON_03_Objectives_Assessments.pdf

FORM 4: REMEDIATION PLAN**Learning Profile I&3****School ID:** _____**Inclusive Dates:** _____**Teacher:** _____**Grade & Section:** _____

Instruction: List down the goals for the quarter. Refer to Form 3: Literacy Domains Checklist for the list of goals.

LITERACY DOMAIN	GOALS
Oral Language	
Phonological Awareness	
Alphabet Knowledge	
Phonics and Word Recognition	
Spelling	
Fluency	

FORM 4: REMEDIATION PLAN**Learning Profile 2&3****School ID:** _____**Inclusive Dates:** _____**Teacher:** _____**Grade & Section:** _____

Instruction: List down the goals for the quarter. Refer to Form 3: Literacy Domains Checklist for the list of goals.

LITERACY DOMAIN	GOALS
Oral Language	
Vocabulary	
Listening Comprehension	
Reading Comprehension	
Writing and Composing	

FORM 4: REMEDIATION PLAN**Individual**

School ID: _____	Inclusive Dates: _____
Teacher: _____	Grade & Section: _____

Instruction: List down the goals for the quarter. Refer to Form 3: Literacy Domains Checklist for the list of goals.

LITERACY DOMAIN	GOALS
Oral Language	
Phonological Awareness	
Alphabet Knowledge	
Phonics and Word Recognition	
Spelling	
Fluency	
Vocabulary	
Listening Comprehension	
Reading Comprehension	
Writing and Composition	

FORM 4: REMEDIATION PLAN**Learning Profile I&3 (Sample)****School ID:** 101095**Inclusive Dates:** Aug.-Sept. 2017**Teacher:** Katrina Garcia**Grade & Section:** I-Sampaguita

Instruction: List down the goals for the quarter. Refer to Form 3: Literacy Domains Checklist for the list of goals.

LITERACY DOMAIN	GOALS
Oral Language	<ol style="list-style-type: none"> 1. Understand language heard 2. Produce language appropriate to grade level
Phonological Awareness	<ol style="list-style-type: none"> 1. Develop/Increase sensitivity to sounds in a language
Alphabet Knowledge	<ol style="list-style-type: none"> 1. Develop alphabetic principle
Phonics and Word Recognition	<ol style="list-style-type: none"> 1. Read grade-level phonetic words 2. Recognize grade level high-frequency words
Spelling	<ol style="list-style-type: none"> 1. Spell grade-level words: phonetic and high-frequency
Fluency	<ol style="list-style-type: none"> 1. Develop reading with accuracy, appropriate rate, and proper expression

FORM 4: REMEDIATION PLAN**Learning Profile 2 & 3 (Sample)****School ID:** 101095**Inclusive Dates:** Aug.-Sept. 2017**Teacher:** Katrina Garcia**Grade & Section:** I-Sampaguita

Instruction: List down the goals for the quarter. Refer to Form 3: Literacy Domains Checklist for the list of goals.

LITERACY DOMAIN	GOALS/OBJECTIVES
Oral Language	<ol style="list-style-type: none"> 1. Understand language heard <ol style="list-style-type: none"> a. Respond to questions b. Follow instructions 2. Produce language appropriate to grade level <ol style="list-style-type: none"> a. Form a sentence b. Talk about oneself c. Narrate experiences
Vocabulary	<ol style="list-style-type: none"> 1. Apply strategies to clarify understanding <ol style="list-style-type: none"> a. Recall word and their meanings b. Identify meaning of words through context clues <ol style="list-style-type: none"> 1) definition 2) synonyms 3) antonyms 2. Demonstrate knowledge of words and their meanings <ol style="list-style-type: none"> a. Match words with their meanings b. Fill in target words in a sentence c. Use target words in a sentence
Listening Comprehension	<ol style="list-style-type: none"> 1. Develop comprehension skills <ol style="list-style-type: none"> a. Answer literal questions: who, what, when, where b. Answer why and how questions with clear answers from the text c. Sequence events d. Retell a story with a clear beginning, middle, and end 2. Develop comprehension strategies <ol style="list-style-type: none"> a. Making personal connections b. Making predictions c. Identify important information d. Clarifying meaning
Reading Comprehension	<i>See Listening Comprehension</i>
Writing and Composing	<ol style="list-style-type: none"> 1. Express oneself in connected text <ol style="list-style-type: none"> a. Write about the following in a complete sentence: <ol style="list-style-type: none"> 1) one's feelings 2) one's thoughts 3) one's opinions b. Show conventions in writing like: <ol style="list-style-type: none"> 1) spaces between words 2) capital letter at the beginning of a sentence 3) a period / punctuation mark at the end of a sentence

FORM 4: REMEDIATION PLAN**Individual (Sample)**

School ID: <u>I20004</u>	Inclusive Dates: <u>Oct. 2017- Jan. 2018</u>
Teacher: <u>Katrina Garcia</u>	Grade & Section: <u>I-Sampaguita</u>

Instruction: List down the goals for the quarter. Refer to Form 3: Literacy Domains Checklist for the list of goals.

LITERACY DOMAIN	GOALS
Oral Language	<ol style="list-style-type: none"> 1. Understand language heard 2. Produce language appropriate to grade level
Phonological Awareness	<ol style="list-style-type: none"> 1. Develop/Increase sensitivity to sounds in a language
Alphabet Knowledge	<ol style="list-style-type: none"> 1. Develop alphabetic principle
Phonics and Word Recognition	<ol style="list-style-type: none"> 1. Read grade-level phonetic words 2. Recognize grade level high-frequency words
Spelling	<ol style="list-style-type: none"> 1. Spell grade-level words: phonetic and high-frequency
Fluency	<ol style="list-style-type: none"> 1. Develop reading with accuracy, appropriate rate, and proper expression

FORM 5: WEEKLY PLAN**(Days 1-5)****Inclusive Dates:** _____**Teacher:** _____

Instructions: Learners in Learning Profile 1 have sessions only on Days 1, 3 and 5. Students in Learning Profile 2 have sessions only on Days 2 and 4. Students in Learning Profile 3 have sessions daily.

Learning Profile 1 and 3

Objectives for the week:

- _____
- _____
- _____
- _____

Day 1 Activities	Day 3 Activities	Day 5 Activities
Notes:		

Learning Profile 2 and 3

Objectives for the week:

- _____
- _____
- _____
- _____

Day 2 Activities

Day 4 Activities

Notes:

FORM 5: WEEKLY PLAN**(Days 1–5) Sample****Inclusive dates:** Sept 4-8, 2017**Teacher:** Katrina Garcia

Instructions: Learners in Learning Profile 1 have sessions only on Days 1, 3, and 5. Students in Learning Profile 2 have sessions only on Days 2 and 4. Students in Learning Profile 3 have sessions daily.

Learning Profile 1 and 3

Objectives for the week:

1. introduce the learners to RRSP – use games
2. 6 mins oral language – model, correct
3. 5 mins phonological awareness – beginning, final, and middle sounds
4. 5 mins alphabet knowledge – a, o, i, b, d, g, h, k, l, m, n, p, r, s, t
5. 10 mins phonics and word recognition – 1-2 syllable words with a, o, i, b, d, g, h, k, l, m, n, p, r, s, t
6. 4 mins fluency – 1-2 sentences

Day 1 Activities

6 min OL: Ano ang paborito mong kulay?
_____ ang paborito kong kulay.

8 min PA:

unang tunog: hal. saging, tabo
- baso, pata, sakto, mani, libro,
kawali, sando

huling tunog: hal. kumot, sandal

- binti, hagip, tingin, balat, banyo,
mesa, dagat

“a” o “i” sa gitna (pantig)

hal. kit, mat, rin, dan, han, dit, lat, gan, pil,
din, gat, lak, git

6 min AK - a, i, b, d, g, l, m, n, p, r, s, t

10 min PWR

lata	daga	lasa
mata	laga	masa
bata	maga	nasa
pata	baga	tasa

Day 3 Activities

6 min OL: Ano ang paborito mong pagkain?
_____ ang paborito kong pagkain.

8 min PA:

unang tunog: hal. saging, tabo
- baso, pata, sakto, mani, libro,
kawali, sando

huling tunog: hal. kumot, sandal

- binti, hagip, tingin, balat, banyo,
mesa, dagat

“a” o “i” sa gitna (pantig)

hal. kit, mat, rin, dan, han, dit, lat, gan, pil,
din, gat, lak, git

6 min AK - a, i, b, d, g, l, m, n, p, r, s, t

10 min PWR

lata	daga	lasa
mata	laga	masa
bata	maga	nasa
pata	baga	tasa

Day 5 Activities

6 min OL: Ano ang paborito mong inumin?
_____ ang paborito kong inumin.

8 min PA:

unang tunog: hal. saging, tabo
- baso, pata, sakto, mani, libro,
kawali, sando

huling tunog: hal. kumot, sandal

- binti, hagip, tingin, balat,
banyo, mesa, dagat

“a” o “i” sa gitna (pantig)

hal. kit, mat, rin, dan, han, dit, lat, gan,
pil, din, gat, lak, git

6 min AK - a, i, b, d, g, l, m, n, p, r, s, t

10 min PWR

lata	daga	lasa
mata	laga	masa
bata	maga	nasa
pata	baga	tasa

Notes:

Learning Profile 2 and 3

Objectives for the week:

- Talk about oneself in a simple sentence
- Identify meaning of words using pictures as context clues
- Fill in target words in a sentence
- Use target words in a sentence
- Sequence events
- Answer Who and Where questions
- Write about one's thoughts in a sentence with a period

Day 2 Activities

1. OL - Answer question: "Ano ang mga hilig mong gawin?"
2. Vocabulary –
 - a. Introduce words with pictures as context clues
 - 1) gitna
 - 2) likod
 - 3) loob
 - 4) gilid
 - 5) ituktok
 - b. Fill in target words in a sentence
3. Listening Comprehension -
 - a. Story read aloud: "Si Pulong Patago-tago"
 - b. Sequence events

Day 4 Activities

1. Vocabulary – Use target words in a sentence
2. Listening Comprehension
 - a. Reread story
 - b. Answer "Who" and "Where" questions
3. Reading Comprehension
 - a. Student reading
 - b. Sequence events
 - c. Answer "Who" and "Where questions"
4. Writing – Answer the question: "Ano ang pagkakapareho ninyo ni Pilo?"

Notes:

FORM 6: TEACHING PROCEDURES

The teaching procedures outline the steps in conducting reading remediation. The teacher used this form as a guide when planning and facilitating activities during reading remediation.

Developing Oral Language

1. Ask a question for the day. It may be related to the story for the day, about significant events, or according to the sentence patterns you want to the learners to master.

Example:

Q: Kumusta kayo ngayong araw?

A. Ngayong araw, _____.

2. Model the sentence. *Example: Ngayong araw, ako ay _____.*
3. Afterwards, ask the learner to answer the question by completing the sentence stem.

Note: The target objective may be extended to speaking in longer sentences. For example, giving reason/s may lengthen the sentences: “Ngayong araw, ako ay _____. _____ ako dahil _____.”

Developing Phonological Awareness

1. Rhyming Words

- a. Introduce rhyming words (i.e. giving the definition and citing examples).

“Rhyming words are words that have the same ending sound, like mata-lata, sino-pino, and, aso-baso”

- b. Facilitate games or exercise so learners can practice the target skill. Have the learners jump, hop, or clap if the given words rhyme.

2. Words in a Sentence

- a. Introduce the concept of counting words in the sentence heard to learners. Then, show them how it is done.

Example: Ako, siya, and tayo are words that we use to form a sentence, like “Ako ay masaya.” In this sentence, we have three words: Ako, ay, and masaya.

- b. Facilitate game or exercise so learner can practice the target skill. Have them clap, jump, or hop to each word they hear in the sentence.

3. Syllabication

- a. Introduce syllables to the learners. *Example: Syllables are word parts. In the word 'payong' there are 2 word parts or syllables 'pa' and 'yong'.*
- b. Facilitate game or exercise so learner can practice the target skill. Have them clap, jump, or hop to each syllable they hear in the given words.

4. Phonemic Awareness

- a. Introduce sounds to the learners. *Example: A word is made up of sounds. In the word 'sako', the sounds are /s/, /a/, /k/, and /o/. Those are four sounds: /s/, /a/, /k/, and /o/.*
- b. Facilitate game or exercise so learner can practice the target skill. Have them clap, jump, or hop to each sound they hear in the given words.

Developing Alphabet Knowledge

1. Introduce a letter by showing the letter card, giving the key word, and the sound of the letter. Say, “*Ang letra na ito ay ‘M/m’; ang tunog ay /m/ katulad sa ‘mata’. ‘M’, ‘mata’, /m/.*”
2. Repeat the letter name, key word, and sound while writing the letter in the air. *Example: “M”, ‘mata’, /m/.*
3. Write the letter on the board or paper, verbalizing how you are forming it. Say, “*Tingnan ninyo, habang sinusulat ko ito. Isang maikling linya pababa, at dalawang mababang bundok.*” “M”, ‘mata’, /m/.”
4. Again, say the letter name-key word-sound while you demonstrate writing the letter in the air by raising your arms and point your point and middle fingers forward to form letter ‘m’. Use mirror image of the learners if necessary.
5. Ask the learners to practice writing the letter. Show how to write in the paper, you may continue to verbalize the how to form the letter. Say, “*Isulat ang letrang ‘m’ sa papel.*”
6. With the learner, do the process again. Say, “*Gawin natin muli.*”

Developing Phonics and Word Recognition

1. Create a **list of 10-15 words** for practice. You can gather words from the target text to be read, or list words based on a target letter or word family. Organize the words to start from simple to more complex, and into patterns if applicable.
2. In the **initial lessons**, the teacher explicitly demonstrates the steps or routines for decoding. When new letters/patterns are introduced, the teacher models the routine again.

- a. Warm-up with Alphabet Knowledge. Review the letters that are included in the words from your wordlist.
- b. Post the wordlist on the board.
- c. Ask learners to underline all the vowels. Then, ask them to syllabicate the word.
- d. Ask learners to sound the letters out in each syllable.
- e. Ask learners to read the word as a whole.
- f. Say the word aloud to confirm.
- g. Ask the class to repeat the word.
- h. When all the words have been decoded, the teacher goes through the entire wordlist pointing to each word and asking the class to read the word.

Note: This step can be repeated. It can be done by groups taking turns. It can also be done individually while the rest listens.

Word Recognition: High-frequency Words

1. Prepare flashcards with high frequency words. You may choose high-frequency words found in the target text, or from the recommended list.
2. To teach, show first the flashcard, say the word, and ask the class to repeat. Repeat this step especially if it is the first time the class will see the word.
3. Go through the set of flashcards again and prompt the class to read. Repeat this step as necessary.

Developing Spelling

1. Prepare a list of words to spell, sentence to write, and paper. Refer to the wordlist of 10-15 words from the decoding activity. Teacher prepares a sentence that uses the spelling words.
2. Warm up with phonological awareness. Ask learners to count the syllables in the words you will say.
3. Warm up with alphabet knowledge. Review the sounds and letters that are included in the words that they will spell.
4. Call a child to spell the first word using the spelling chart.

Teacher (T): Ang salita natin ay “maayo”. Paki ulit.
 Learner (L): Maayo
 T: Ilang silaba meron sa “maayo”?
 L: (claps out the syllables, ma/a/yo) Tatlo
 T: Unahin natin ang “ma”. Ano ang unang tunog sa “ma”?
 Ch: /m/, “m”
 T: Kunin ang m at ilagay sa chart.
 “ma”, ano ang susunod na tunog?
 L: /a/, “a”
 T: Kunin ang “a” at ilagay sa chart katabi ng unang letra.
Repeat for all the other syllables.
 T: maayo, tama. Isulat natin sa hangin ang “maayo” (*L write the word in the air.*)

5. Ask the learners to write the word on their paper. Go through all the words to be spelled. (Sample words: “sipa”, “mayo”, “mudula”)

Spelling Sight Words

1. Write the needed sight words on the board, saying each letter as she writes.
2. Prompts the class to write the word in the air, repeating twice or thrice before asking them to write the word on paper. **Example:** *og, kita*

Spelling the Target Sentence

1. Dictate the sentence to be written down.
2. Ask the learners to repeat the sentence twice or thrice before they are asked to write the sentence down.
3. Remind them to start with an uppercase letter and end with a period. **Example:** *Maayo kita mudula og sipa.*

Developing Fluency

To develop fluency—reading with accuracy, speed and correct expression—model and listen to children reading aloud. Children will read independently.

Materials: Leveled reader, running record

1. Have the learners take turns in reading aloud. They may be assigned one sentence each.
2. Ask them to track the text if it is not yet their turn.

3. Keep a running record of how children read.
4. After the target text is read, model prosody (phrasing and expression), using the same text and have the class repeat after you.

Note: The target text may be an entire story from the leveled reader or only part of a story one leveled reader. The target text may be the same for the entire week.

Developing Vocabulary

When introducing new words, make sure to do this one at a time. You may unlock the meaning of the new words/expressions introduced through demonstration, gestures, pictures or context clues. Give learners time to practice using the words and expressions learned.

Note: You can target 3-5 words per week. Review and use target words frequently.

1. Introducing new words
 - a. Introduce the vocabulary words one at a time. You may use demonstration, gestures, pictures, or context clues.
 - b. Practice word recall, meaning, and use in expression.
2. Review of words: Practice word recall, meaning, and use in expression.

Developing Comprehension

The initial targets for comprehension are noting details, making logical inferences and predictions, and some application.

1. In teaching these skills, use the leveled readers, list of discussion question, and graphic organizers.
2. Read aloud a short text – story or information. You may also ask the learners to read.
3. Ask questions based on the target story: Literal questions, Inferential, Beyond the lines.
4. Summarize a story using a story map or organize information using a graphic organizer.
5. Have learners summarize a story or identify the main idea using the story map/graphic organizer.

Note: The regularity/routine of asking questions about stories/information read will expose the children to a set of basic thinking points. Focus initially on one type of text for a few weeks. For example, stick to stories for 3-4 weeks before shifting to informational texts. This allows children to have some mastery for the kind of thinking required in each type of genre.

Developing Writing and Composition

As with Oral Language, the initial goal for writing and composition is for learners to be able to write their thoughts down in a complete sentence. This may eventually extend to a short paragraph.

Sentence Writing

1. Introduce the word “pangungusap” and define it.
2. Explain how you think about when writing a sentence – first you think of a topic/subject (What? e.g. *eroplano*)
3. Add a description of or a comment on the topic/subject (What about the topic/subject e.g. *Napakalaki n eroplano*)

Reminders:

1. *Spaces between words* - If they show spatial confusion, ask them to put their pointer finger after each word they write to explicitly teach putting a space between words.
2. Start with a capital letter and end with a period/punctuation mark

Paragraph Writing

1. Brainstorm ideas (may use a mind map like a semantic web).
2. Make an outline:
 - a. Main idea (e.g. *bisekleta*)
 - b. Topic sentence: main idea + description (e.g. *Ang bisekleta ay ang paborito kong sasakyan.*)
 - c. Supporting details
 - mahirap sakyan ang bisekleta
 - may iba’t-ibang uri ang bisekleta
 - pwedeng gamitin ang bisekleta para mamasyal)
3. Organize the outline. Then, write the draft.

Example: *Ang bisekleta ay paborito kong sasakyan. Mahirap sakyan ang bisekleta kasi dalawa lang ang gulong nito. Maraming uri ng bisekleta. May malaki at may maliit. Gusto kong gamitin ang bisekleta para mamasyal.*

4. Edit
5. Revise when needed

FORM 7: PROGRESS REPORT

Learning Profiles: _____

Grade & Section: _____

Completed by: _____

Date: _____

Instruction: Rate the performance of the learners based on the results of the weekly assessment. Write one (1) if the learner achieved the program goals for the stage/quarter, and zero (0) if the learner did not achieve the program goals.

Program Goals	Learner's Name									

APPENDIX A
SUBTEST 1: ORAL LANGUAGE (MOTHER TONGUE)



APPENDIX A
SUBTEST 1: ORAL LANGUAGE (FILIPINO)



APPENDIX B**SUBTEST 4: ALPHABET KNOWLEDGE (ALPHABET LIST)**

m s a i o b e

u t k l y n g

ng p r d f w c

f j 0 v x z ñ

APPENDIX C**SUBTEST 6: PHONICS AND WORD RECOGNITION (MOTHER TONGUE WORD LIST)**

mata

sipa

tiil

suga

tawo

uwan

yuta

balay

itlog

adlaw

hikot

kamot

tanom

hardin

lungag

inahan

pagkaon

bungtod

tabanog

munggos

APPENDIX C**SUBTEST 6: PHONICS AND WORD RECOGNITION (FILIPINO WORD LIST)**

ko

pa

ang

ito

din

siya

sabi

kung

araw

tubig

dapat

dahil

hindi

isang

hayop

lamang

tanong

ngunit

hanggang

panahon

APPENDIX D**SUBTEST 8: ORAL READING FLUENCY AND READING COMPREHENSION (MOTHER TONGUE TEXT)**

Hain ang tarsier? Naa sa lasang

ang tarsier. Hain ang tarsier?

Naa sa sanga sa kahoy ang tarsier.

Nag-unsang tarsier? Nagkaon

ang tarsier. Nag-unsang tarsier?

Shhh, natulog ang tarsier.

APPENDIX D**SUBTEST 8: ORAL READING FLUENCY AND READING COMPREHENSION (FILIPINO TEXT)**

Laging magkasama sina Estella at Lisa.
Magpinsan sila. Magkapatid ang kanilang
mga nanay. Sa umaga, pumapasok sila
nang sabay. Sa hapon, magksama pa rin
silang maglaro. Naglalakbay sila kung
saan-saan.